**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:** | | | **Date(s)**: |
| **Unit Title:** Reading/Writing Apprentice | | | **Corresponding Unit Task:** Task 1 Day 8 | | |
| **Essential Question(s):** How do readers write in response to reading (reader’s notebook, graphic organizer, etc.) before, during, and after reading to deepen understanding? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Internet * Books on Colonial America (pre-selected by the teacher) * Reference books * Miscellaneous texts (brochures, maps, pamphlets) * Copies of Cornell note-taking worksheet * Citation reference sheet * Chart Paper | | | | purpose  organizing/organization  research  reference materials  purpose  brochures  information text,  citing/ cite  paraphrasing  plagarizing | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  R.I.5.9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable.  W.5.8 -Recall relevant information in notes and finished work, and provide a list of sources.  **I Can Statement(s):**  I can locate research about a chosen topic.  **Instructional Plan:**  **Modeled/Shared:**   * Review what learned yesterday about research. * Rotate to the next research station and continue to research topics. (See Day 7 for stations) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:** W.5.8 -Recall relevant information in notes and finished work, and provide a list of sources.  **I Can Statement(s):** I can cite the sources that I use for research.  I can keep list of the resources I use for my research  **Instructional Plan:**  **Modeled (I do/ you watch) –Part 1**   * Teacher will introduce the word “plagiarize/plagiarism”.   + Explain to students that when doing research, we are using the words and ideas of another person. We have to give those people credit for the work that’s helping us. The way we do this is by citing our sources. * Teacher will create an anchor chart to detail when students need to cite their sources when doing research.      * Teacher will model 2 paragraphs: 1 that he/she has read and then a 2nd paragraph that she has rewritten. Model how to decide whether it needs to be cited.   **Shared Practice**   * Have students to help determine whether new paragraphs will need to be cited.   **Modeled-Part 2**   * Teacher displays poster of Guidelines for citing sources. * Referring back to the poster, the teacher models how to cite the internet (one of the of the station sites)   **Guided Practice-Part 2**   * Teacher will choose a book (2nd station cite). Class will help to write a citation for a book. * Remind students to write down the sources they use as they do their research since these are not their ideas, but those of the authors.   **Independent Practice:**   * Students will take their research and rotate to a different Research Station. * Students will continue to research their chosen topic, taking notes as they go along. * Students will keep a list of their sources using the Guidelines poster.   **\*The idea for this lesson came from Read Write Think.org. Hyperlink is inserted below.**  [**Cite Your Sources Lesson Plan (ReadWriteThink.org)**](http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL 5.1** Engage effectively in a range of collaborative discussions…  **I Can Statement(s):** I can share what I have learned about my research topic.  **Instructional Plan:**  **Modeled Practice:**  Teacher models how to choose a notecard. Model how to share with a partner by using the activity below.  **Guided Practice:**  Have students to pair up. One partner is A and the other is B. Partner A will share what they have learned about their topic from one of their notecards or note pages with Partner B. Have partner B to tell what they heard that partner A learned. Repeat the process with partner B sharing. If time, switch partners and repeat the process. | | | | |
| **Closing/Summarizing Strategy** | Ticket Out the Door-Each student gets a sticky note and writes the 2 most important things they learned about citing sources today. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Students will be citing both of their topics if they are doing 2 topics. They will have 2 different bibliographies. * Encourage students to choose some of the lesser used type resources for their research (see chart). | | * Provide a template for students to write their citations in. Have copies at each station for students to write on. | | | * Provide a template for students to write their citations in. Have copies at each station for students to write on. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Assessment will be done by taking a lookat student’s notecards and their beginning bibliography pages OR the citations they have done so far. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*